Instructional Materials Evaluation Tool (IMET)

2	ELA/Literacy, Grades K–2
57	ELA/Literacy, Grades 3–12
114	Mathematics, Grades K-8
155	Mathematics, High School

Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, K–2

Instructional Materials Evaluation Tool

ELA/Literacy, Grades K-2

What Are the Purposes of the IMET?

This ELA/Literacy IMET is designed to help educators determine whether or not instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) at the heart of the Common Core State Standards are:

- **Complexity**: Regular practice with complex text and its academic language
- **Evidence**: Reading, writing, and speaking grounded in evidence from text, both literary and informational
- **Knowledge**: Building knowledge through content-rich non-fiction

The IMET draws directly from the following documents:

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (http://www.corestandards.org/ELA-Literacy/)
- Publishers' Criteria for the Common Core State Standards in ELA/literacy grades K-2 (http://corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)
- Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

When to use the IMET

1. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.

2. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the complexity, evidence and knowledge-building of the Standards.

3. Developing materials: Those developing new materials locally can use this tool as guidance for creating aligned ELA/literacy curricula.

Please note this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject matter and pedagogical expertise. Evaluators should be well versed in the Standards (http://www.corestandards.org/ELA-Literacy/) for all grades in which materials are being evaluated. Evaluators also should be familiar with the substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) of Complexity, Evidence and Knowledge that are listed above.

Getting Started

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. In addition, each evaluator should have a reference copy of the Common Core State Standards for ELA/Literacy and the Publishers' Criteria for the Common Core State Standards in ELA/Literacy grades K – 2.

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process.

Sections 1 – 3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Begin with Section 1: Non-Negotiable Alignment Criteria (p. 5)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.

- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metrics.

- Record and explain the evidence upon which the rating is based

Continue to Section 2: Alignment Criteria (p. 13)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metric associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.

- Examine the materials in relation to these criteria, assigning each metric a point value. Rate each criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.

- Record and explain the evidence upon which the rating is based.

Complete Section 3: Evaluation Summary (p. 54)

- Compile all of the results from Sections 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

Proceed to Section 4: Indicators of Quality (p. 56)

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of intructional materials. These considerations are not for alignment to the CCSS, but they provide valuable information about additional curricula characteristics. Evaluators may want to add their own indicators to the examples provided.

Directions for Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: ELA/literacy texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity—texts are worthy of student time and attention.

Intended for anchor texts read aloud by the teacher in grades K – 1. Anchor texts are texts designed to be the center of attention for development of reading comprehension. Evaluations of text complexity are only applicable to grade 2 student reading material. For student reading materials in grades K – 1 refer to the Alignment Criteria for Foundational Skills 4b and 4d.

Required Materials

- Teacher's edition and student materials
- Appendix A pages 1 – 10 for more on the vital role text complexity plays in the CCSS (http://www.corestandards.org/assets/Appendix_A.pdf)
- Supplement to Appendix A: New Research on Text Complexity (http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 1 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 1 as Meets.

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1

Complexity of Texts

Metric

NN Metric 1A:
100% of anchor texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure. Read-aloud texts should measure within or above the grades 2 – 3 band. Second grade anchor texts should measure within the grades 2 – 3 band.

How to Find the Evidence

Look for a publisher-supplied list of all texts in the submission with their quantitative measures.

District conducts evaluation of all texts in the submission.

Look for other evidence that texts have been measured by a quantitative measure.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1

Complexity of Texts

Metric

NN Metric 1B:
100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade level placement.

How to Find the Evidence

Look for a publisher-supplied list of all texts in the submission with their qualitative measures.

District conducts evaluation of all texts in the submission.

Look for other evidence that texts have been qualitatively analyzed.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: ELA/literacy texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity—texts are worthy of student time and attention.

Rating for Non-Negotiable 1

If both metrics were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet.

Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths/Weaknesses:

Before moving to Non-Negotiable 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Related to texts read aloud by the teacher in grades K – 2 and student reading materials beginning in grade 2 only. For questions/ tasks related to student reading materials in grades K – 1 refer to the Alignment Criterion for Foundational Skills.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources)

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each subcomponent of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the Criteria below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2A:
Eighty percent of questions and tasks are text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).

How to Find the Evidence

Analyze a large* sample set of questions from across the submission, including culminating tasks and extended response tasks, and evaluate them for text dependency/text specificity and require readers to produce evidence.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2B:
Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: while multiple Standards will be addressed with every text, not every Standard must be assessed with every text.

How to Find the Evidence

Look for publisher-produced alignment documentation of the standards addressed by specific questions and tasks.

Analyze the same large* sample set of questions from across the submission, including culminating tasks and extended response tasks and evaluate which Standard(s) each meets.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Rating for Non-Negotiable 2

If both metrics were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 1, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Now continue by evaluating the Alignment Criterion 1 for Range and Quality of Texts

Directions for Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials must reflect the distribution of text types and genres required by the Standards.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 2. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1A:
Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study, particularly for texts read aloud by the teacher in grades K – 2 and student reading materials in grade 2.

How to Find the Evidence

Examine the table of contents at each grade level to see if the collection is carefully sequenced and organized with the aim of increasing knowledge on several topics of focused inquiry.

Other evidence as appropriate.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B:
Within a sequence or collection of texts, specific anchor texts of grade level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. This may be for texts read aloud by the teacher and for student reading materials in grade 2. Other texts in the collection can and should vary widely in complexity to accommodate a full range of student independent reading ability.

How to Find the Evidence

Evaluate sample lessons to ensure they call for careful reading through the instructions offered to teachers and students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1C:
In grades K – 2, literacy programs shift the balance of texts and instructional time to 50% high quality literature / 50% content-rich informational text.

How to Find the Evidence

Look for a list of all the texts selected for submission with this information clearly provided and summarized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1D:
Texts included in instructional materials include and reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

How to Find the Evidence

Look for a list of all the texts selected for submission with this information provided.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1E:
Student reading materials markedly increase the opportunity for regular independent reading of texts that develop foundational skills, build knowledge, and increase student ability with complex texts.

How to Find the Evidence

Examine a representative sample of texts or the description of the supplemental materials to evaluate.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials must reflect the distribution of text types and genres required by the Standards.

Points Assigned for Alignment Criterion 1

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 1. If materials earn less than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 2

Questions Support Student Learning

Alignment Criterion 2: Questions support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards
- Tools for evaluating the quality of text dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 2

Questions Support Student Learning

Metric

AC Metric 2A:
High-quality sequences of text-dependent questions can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.

How to Find the Evidence

Analyze a large* sample of questions from different grade levels/sections of the program.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions Support Student Learning

Metric

AC Metric 2B:
Questions and tasks support students in acquiring the academic language (vocabulary and syntax) prevalent in complex texts.

How to Find the Evidence

Analyze a large* sample of questions and tasks to see that there are regularly questions asking students to address the meaning of academic vocabulary and to unpack complex sentences.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions Support Student Learning

Metric

AC Metric 2C:
Questions build to a deep understanding of the central ideas of the text.

How to Find the Evidence

Analyze a large sample* of questions and tasks to see they address the central ideas of the text. Take particular note to see if they support students' ability to address the culminating task.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Questions Support Student Learning

Alignment Criterion 2: Questions support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Points Assigned for Alignment Criterion 2

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 2. If materials earn less than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 6 out of 8 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3A:
Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information. Materials are organized to elicit responses to sources in age-appropriate ways (could include activities such as dictation, making pictures to express thoughts, etc., in addition to writing).

How to Find the Evidence

Examine a sampling (minimum 8 per grade) of the writing tasks for each section, listing any tasks or items that do not require writing to sources. Calculate a percentage of aligned tasks. For alignment, three-quarters of tasks should require writing to sources.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3B:
Materials create prominent and varied opportunities for opinion, informative/ explanatory and narrative writing

How to Find the Evidence

Examine the table of contents to see if they match up with this distribution. When the title does not clearly indicate what type of writing look at the assignment itself.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3C:
Extensive practice with short, focused, grade appropriate research projects is provided. Materials require students to engage in many short research projects annually.

How to Find the Evidence

Examine the table of contents to see the frequency of these assignments.

Alternately, examine the Index to see the frequency of "research" as a term. Spot check 1⁄4 of those page references to gauge frequency and quality of instructional guidance. Read the instructions to see they are in fact short*.

*Short research projects would be no more than a week.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Points Assigned for Alignment Criterion 3

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 3. If materials earn less than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 4

Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, word awareness, phonics and vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Required Materials

- Teacher's edition and student materials
- Refer to the to the grade-level specific Reading Standards for Foundations Skills (http://www.corestandards.org/ELA-Literacy/RF/introduction/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 6 out of 8 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 5. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4A:
Submissions address grade level CCSS for foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, word recognition and reading fluency in a research-based and transparent progression.

How to Find the Evidence

Examine the table of contents to see if this matches up with the foundational standards for each of these grades.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4B:
Submissions include a variety of student reading material that allows for systematic, regular and frequent practice of all foundational skills.

How to Find the Evidence

Examine instructions, questions and tasks in relevant foundational and other sections to see if this is expected.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4C:
Materials provide regular practice in encoding (spelling) and decoding (reading) the sound-symbol relationships of English.

How to Find the Evidence

Examine the table of contents to see if this is addressed. Read the prefatory materials to see the rationale for how this is approached.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4D:
Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.

How to Find the Evidence

Read instructions and prefatory material from throughout the submission to evaluate how well this is done.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 4

Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, word awareness, phonics and vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Points Assigned for Alignment Criterion 4

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 4. If materials earn less than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 5, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 5

Language

Alignment Criterion 5: Materials must adequately address the Language Standards for the grade.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level Language Standards (http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 6. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 5

Language

Metric

AC Metric 5A:
Materials address the grammar and language conventions specified by the Language Standards at each grade level.

How to Find the Evidence

Examine the sections addressing this to see if instructions include this.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Metric

AC Metric 5B:
Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.

How to Find the Evidence

Examine the table of contents to determine if these are included.

Information might also be contained in prefatory materials.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Metric

AC Metric 5C:
Materials provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations).

How to Find the Evidence

Examine the table of contents to determine if these are included.

Information might also be contained in prefatory materials.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Alignment Criterion 5: Materials must adequately address the Language standards for the grade.

Points Assigned for Alignment Criterion 5

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 5. If materials earn less than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 6, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills as outlined in the Standards.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set Speaking and Listening Standards (http://www.corestandards.org/ELA-Literacy/SL/introduction/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 54 before proceeding to Alignment Criterion 7. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6A:
Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas.

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6B:
Materials develop active listening skills, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6C:
Materials require students to marshal evidence when speaking.

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6D:
Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.

How to Find the Evidence

Examine instructions and tasks in relevant sections to see if this is prevalent.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills as outlined in the Standards.

Points Assigned for Alignment Criterion 6

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 6. If materials earn less than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 7, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 54.

Directions for Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the same Standards. Thus, materials must provide supports for English Language Learners and other special populations.

Required Materials

- Teacher's edition and student materials
- If the submission has formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of at least 8 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or is Not Applicable for this section in the Evaluation Summary on page 54. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7A:
Do the materials regularly provide all students, including those who read, write, speak or listen below grade level, with extensive opportunities to work with and meet grade level Standards?

How to Find the Evidence

Examine the tasks and instructions in the sample chapters from throughout and across grades. Prefatory materials might also help you determine publisher attention to supporting all students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7B:
Do materials regularly include extensions and/or more advanced opportunities for students who read, write, speak or listen above grade level?

How to Find the Evidence

Examine the tasks and instructions in the sample chapters from throughout and across grades. Prefatory materials might also help you determine publisher attention to supporting all students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7C:
Are there suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)?

How to Find the Evidence

Examine the support materials and teacher instructions in sample lessons. Guidance should be practical and straightforward to implement. All recommended supports should be contained in the submission and readily available.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7D:
Do materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade level Standards?

How to Find the Evidence

Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7E:
Do the materials regularly and systematically offer assessment opportunities that genuinely measure progress? Does this progress include gradual release of supporting scaffolds for students to measure their independent abilities?

How to Find the Evidence

Examine table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessment, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Points Assigned for Alignment Criterion 7

Materials must earn at least 8 out of 10 points to meet Alignment Criterion 7. If materials earn less than 8 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Title of Submission: _____ **Name of Evaluator(s):** _____

Publisher: _____ **Date of Evaluation:** _____

Date of Publication: _____ **Signature of Each Evaluator(s):** _____

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1:
Complexity of Texts

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiable 2:
Text Dependence and Specific Questions

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiables Overall

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:
Range and Quality of Texts

Points: ____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 2:
Questions and Tasks

Points: ____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 3:
Writing to Sources and Research

Points: ____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 4:
Foundational Skills

Points: ____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 5:
Language

Points: ____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 6:
Speaking and Listening

Points: ____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 7:
Access to the Standards for All Students

Points: ____ of 10 possible.

(Materials must receive at least 8 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criteria Overall

☐ **Meets**

☐ **Does Not Meet**

IMET Evaluation Summary 2 of 2

Title of Submission: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator(s): _____

Date of Evaluation: _____

Signature of Each Evaluator(s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet the Non-Negotiables and relevant Alignment Criteria?

☐ **Yes**

☐ **No**

What are the specific areas of strength and weakness based on this review?
Publishers or others modifying or developing assessments can use this information to make improvements and/or to remedy gaps in the alignment of assessment materials.

Indicators of Quality

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1 – 3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality is suggested below. States, districts and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts.

Indicators: Usefulness, Design, Focus	Evidence	Rating (Y/N)
1. Do the student resources include ample easily implemented review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?		
2. Are the materials easy to use? Are they clearly laid out for students and teachers? Does every page of the submission add to student learning rather than distract from it? Are reading selections centrally located within the materials and obviously the center of focus?		
3. Can the teacher and student reasonably complete the content presented within a regular school year and does the pacing of content allow for maximum student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonably take?		
4. Do instructions allow for careful reading and rereading of content?		
5. Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?		

Reviewer Initials: _____ **Title of Program:** _____

Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3–12

Instructional Materials Evaluation Tool

ELA/Literacy, Grades 3-12

What Are the Purposes of the IMET ?

This ELA/Literacy IMET is designed to help educators determine whether instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) at the heart of the Common Core State Standards are:

- **Complexity:** Regular practice with complex text and its academic language
- **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational
- **Knowledge**: Building knowledge through content-rich non-fiction.

The IMET draws directly from the following documents:

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (http://www.corestandards.org/ELA-Literacy/)
- Publishers' Criteria for the Common Core State Standards in ELA/literacy grades 3-12 (http://corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)
- Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

When to use the IMET

1. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.

2. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the complexity, evidence, and knowledge building of the Standards.

3. Developing materials: Those developing new materials locally can use this tool as guidance for creating aligned ELA/Literacy curricula.

Please note this tool was designed to evaluate comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject-matter and pedagogical expertise. Evaluators should be well versed in the Standards (http://www.corestandards.org/ELA-Literacy/) for all grades in which materials are being evaluated. Evaluators also should be familiar with the substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) of Complexity, Evidence, and Knowledge that are listed above.

Getting Started

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. In addition, each evaluator should have a reference copy of the Common Core State Standards for ELA/Literacy and the Publishers' Criteria for the Common Core State Standards in ELA/Literacy grades 3-12.

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process.

Sections 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Begin with Section 1: Non-Negotiable Alignment Criteria (p. 60)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.

- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metrics.

- Record and explain the evidence upon which the rating is based.

Continue to Section 2: Alignment Criteria (p. 68)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metric associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.

- Examine the materials in relation to these criteria, assigning each metric a point value. Rate each criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.

- Record and explain the evidence upon which the rating is based.

Complete Section 3: Evaluation Summary (p. 111)

- Compile all of the results from Sections 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

Proceed to Section 4: Indicators of Quality (p. 113)

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of instructional materials. These considerations are not for alignment to the CCSS, but they provide valuable information about additional curricula characteristics. Evaluators may want to add their own indicators to the examples provided.

Directions for Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: ELA/literacy texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity — texts are worthy of student time and attention.

Required Materials

- Teacher's edition and student materials
- Appendix A pages 1-10 for more on the vital role text complexity plays in the CCSS (http://www.corestandards.org/assets/Appendix_A.pdf)
- Supplement to Appendix A: New Research on Text Complexity (http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 1 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 1 as Meets.

Non-Negotiable 1

Complexity of Texts

Metric

NN Metric 1A:
100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade band placement.

How to Find the Evidence

Look for a publisher-supplied list of all texts in the submission with their quantitative measures.

District conducts evaluation of all texts in the submission.

Other evidence that texts have been measured by a quantitative measure.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1

Complexity of Texts

Metric

NN Metric 1B:
100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade level placement.

How to Find the Evidence

Look for a publisher-supplied list of all texts in the submission with their qualitative measures.

District conducts evaluation of all texts in the submission.

Look for other evidence that texts have been qualitatively analyzed.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.

Rating for Non-Negotiable 1

If both metrics were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Non-Negotiable 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards
- Tools for evaluating the quality of text dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources)

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2A:
At least eighty percent of all questions and tasks should be text dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).

How to Find the Evidence

Analyze a large* sample set of questions from across the submission, including culminating tasks and extended response tasks, and evaluate them for text dependency/text specificity and requiring readers to produce evidence.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2B:
Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: while multiple Standards will be addressed with every text, not every standard must be addressed with every text.

How to Find the Evidence

Look for publisher-produced alignment documentation of the Standards addressed by specific questions and tasks.

Analyze the same large* sample set of questions from across the submission, including culminating tasks and extended response tasks, and evaluate which Standard(s) each meets.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Rating for Non-Negotiable 2

If both metrics were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 1, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Now continue by evaluating the Alignment Criterion 1 for Range and Quality of Texts

Directions for Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards

Rating this Criterion

1. Rate how well the submission meets each of the criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 111 before proceeding to Alignment Criterion 2. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1A:
Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study.

How to Find the Evidence

Examine the table of contents at each grade level to see if the collection is carefully sequenced and organized with the aim of increasing knowledge on several topics of focused inquiry.

Other evidence as appropriate.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B:
Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading.

How to Find the Evidence

Evaluate sample lessons to ensure they call for careful reading through the instructions offered to teachers and students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1C:
In grades 3-5, literacy programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12 ELA materials include substantial attention to high quality nonfiction.

How to Find the Evidence

Look for a list of all the texts selected for submission with this information clearly provided and summarized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1D:
A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

How to Find the Evidence

Look for a list of all the texts selected for submission with this information provided.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1E:
Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

How to Find the Evidence

Examine a representative sample of texts or the description of the supplemental materials to evaluate.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards.

Points Assigned for Alignment Criterion 1

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 1. If materials earn less than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 2

Questions and Tasks

Alignment Criterion 2: They support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards
- Tools for evaluating the quality of text dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 111 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2A:
High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.

How to Find the Evidence

Analyze a large* sample of questions from different grade levels/sections of the program.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2B:
Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.

How to Find the Evidence

Analyze a large* sample of questions and tasks to see that there are regularly questions asking students to address the meaning of academic vocabulary and to unpack complex sentences.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2C:
Questions build to a deep understanding of the central ideas of the text.

How to Find the Evidence

Analyze a large sample* of questions and tasks to see they address the central ideas of the text. Take particular note to see if they support students' ability to address the culminating task.

*Recommendation: analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Alignment Criterion 2: They support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Points Assigned for Alignment Criterion 2

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 2. If materials earn less than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 6 out of 8 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation on page 111 before Proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3A:
Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information.

How to Find the Evidence

Examine a sampling (minimum 8 per grade) of the writing tasks for each section, listing any tasks or items that do not require writing to sources. Calculate a percentage of aligned tasks. For alignment, three-quarters of tasks should require writing to sources.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3B:
Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g. exposition and persuasion):

Grades 3–5	exposition 35% persuasion 30% narrative 35%
Grades 6–8	exposition 35% argument 35% narrative 30%
High School	exposition 40% argument 40% narrative 20%

How to Find the Evidence

Examine the table of contents to see if they match up with this distribution. When the title does not clearly indicate what type of writing look at the assignment itself.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3C:
Writing opportunities for students are prominent and varied.

How to Find the Evidence

Examine the table of contents to see this is the case.

Alternately, examine the Index to see if the terms narrative, informative/expository, and narrative appear in the appropriate percentages as the grade level would require.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3D:
Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.

How to Find the Evidence

Examine the table of contents to see the frequency of these assignments.

Alternately, examine the Index to see the frequency of "research" as a term.

Spot check ¼ of those page references to gauge frequency and quality of instructional guidance.

Read the instructions to see they are in fact short.*

*Short research projects would be no more than a week.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Points Assigned for Alignment Criterion 3

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 3. If materials earn less than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 4

Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

This Criterion should be used for Grades 3-5 submissions only.

Required Materials

- Teacher's edition and student materials
- Refer to the to the grade-level specific Reading Standards for Foundations Skills (http://www.corestandards.org/ELA-Literacy/RF/introduction/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 6 out of 8 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the summary sheet on page 111 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4A:
Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.

How to Find the Evidence

Examine the table of contents to see if this matches up with the foundational Standards for each of these grades.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4B:
Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.

How to Find the Evidence

Examine instructions, questions and tasks in relevant foundational and other sections to see if this is called for.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4C:
Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

How to Find the Evidence

Examine the table of contents to see if this is addressed. Read the prefatory materials to see the rationale for how this is approached.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4D:
Materials guide students to read grade-level text with purpose and understanding.

How to Find the Evidence

Read instructions and prefatory material from throughout the submission to evaluate how well this is done.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Points Assigned for Alignment Criterion 4

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 4. If materials earn less than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 5, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 5

Language

Alignment Criteion 5: Materials adequately address the Language Standards for the grade.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of Language Standards (http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the summary sheet on page 111 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 5

Language

Metric

AC Metric 5A:
Materials address the grammar and language conventions specified by the Language Standards at each grade level.

How to Find the Evidence

Examine the sections addressing this to see if instructions include this.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Metric

AC Metric 5B:
Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.

How to Find the Evidence

Examine the table of contents to determine if these are included.

Information might also be contained in prefatory materials.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Metric

AC Metric 5C:
Materials provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations).

How to Find the Evidence

Examine the table of contents to determine if these are included.

Information might also be contained in prefatory materials.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Alignment Criterion 5: Materials adequately address the Language Standards for the grade.

Points Assigned for Alignment Criterion 5

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 5. If materials earn less than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 6, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of Speaking and Listening Standards (http://www.corestandards.org/ELA-Literacy/SL/introduction/)

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 111 before proceeding to Alignment Criterion 7. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6A:
Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1).

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6B:
Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas.

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6C:
Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.

How to Find the Evidence

Examine the tasks and instructions in the relevant sections. Prefatory materials might also help you determine if this is emphasized.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6D:
Materials require students to marshal evidence to orally present findings from research.

How to Find the Evidence

Examine the sections devoted to research to see if this is explicitly called for.

'Research' as a term should be listed in the Index.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6E:
Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.

How to Find the Evidence

Examine instructions and tasks in relevant sections to see if this is prevalent.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

Points Assigned for Alignment Criterion 6

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 6. If materials earn less than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 7, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 111.

Directions for Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the same Standards. Thus, materials must provide supports for English Language Learners and other special populations.

Required Materials

- Teacher's edition and student materials
- Appropriate grade level set of ELA/Literacy Standards
- If the submission has formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 8 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet or Not Applicable for this section in the Evaluation Summary on page 111 before proceeding further. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7A:
Do the materials regularly provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with and meet grade level Standards?

How to Find the Evidence

Examine the tasks and instructions in the sample chapters from throughout and across grades. Prefatory materials might also help you determine publisher attention to supporting all students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7B:
Do materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level?

How to Find the Evidence

Examine the tasks and instructions in the sample chapters from throughout and across grades. Prefatory materials might also help you determine publisher attention to supporting all students.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7C:
Are there suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)?

How to Find the Evidence

Examine the support materials and teacher instructions in sample lessons. Guidance should be practical and straightforward to implement. All recommended supports should be contained in the submission and readily available.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7D:
Do materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade level Standards?

How to Find the Evidence

Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7E:
Do the materials regularly and systematically offer assessment opportunities that genuinely measure progress? Does this progress include gradual release of supporting scaffolds for students to measure their independent abilities?

How to Find the Evidence

Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessment, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Points Assigned for Alignment Criterion 7

Materials must earn at least 8 out of 10 points to meet Alignment Criterion 7. If materials earn less than 8 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Title of Submission: _____ **Name of Evaluator(s):** _____

Publisher: _____ **Date of Evaluation:** _____

Date of Publication: _____ **Signature of Each Evaluator(s):** _____

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1:
Complexity of Texts

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiable 2:
Text Dependence and Specific Questions

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiables Overall

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:
Range and Quality of Texts

Points: ____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 2:
Questions and Tasks

Points: ____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 3:
Writing to Sources and Research

Points: ____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 4:
Foundational Skills

Points: ____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 5:
Language

Points: ____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 6:
Speaking and Listening

Points: ____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 7:
Access to the Standards for All Students

Points: ____ of 10 possible.

(Materials must receive at least 8 of 10 points to align.)

☐ **Meets** ☐ **N/A**

☐ **Does Not Meet**

Alignment Criteria Overall

☐ **Meets**

☐ **Does Not Meet**

IMET Evaluation Summary 2 of 2

Title of Submission: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator(s): _____

Date of Evaluation: _____

Signature of Each Evaluator(s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

☐ **Yes**

☐ **No**

What are the specific areas of strength and weakness based on this evaluation?
Publishers or others modifying or developing assessments can use this information to make improvements and/or to remedy gaps in the alignment of assessment materials.

Indicators of Superior Quality

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1-3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality are suggested below. States, districts, and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts.

Indicators: Usefulness, Design, Focus	Evidence	Rating (Y/N)
1. Do the student resources include ample review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?		
2. Are the materials easy to use? Are they clearly laid out for students and teachers? Does every page of the submission add to student learning rather than distract from it? Are reading selections centrally located within the materials and obviously the center of focus?		
3. Can the teacher and student reasonably complete the content presented within a regular school year and does the pacing of content allow for maximum student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonably take?		
4. Do instructions allow for careful reading and rereading of content?		
5. Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?		

Reviewer Initials: _____ **Title of Program:** _____

Instructional Materials Evaluation Tool (IMET)

Mathematics, Grades K–8

Instructional Materials Evaluation Tool

Mathematics, Grades K-8

What Are the Purposes of the IMET?

This Math IMET is designed to help educators determine whether instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-mathematics/) at the heart of the Common Core State Standards are:

- **Focus** strongly where the Standards focus
- **Coherence**: Think across grades and link to major topics within the grade
- **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

The IMET draws directly from the following documents:

- Common Core State Standards for Mathematics (www.corestandards.org/Math)
- Publishers' Criteria for the Common Core State Standards in Mathematics grade K-8 (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)

When to use the IMET

1. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.
2. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the focus, coherence, and rigor of the Standards.
3. Developing programs: Those developing new programs can use this tool as guidance for creating aligned curricula.

Please note this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject-matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/Math) for all grades in which materials are being evaluated. This includes understanding the Major Work of the grade (www.achievethecore/focus), the Supporting and Additional work, how the content fits into the progressions in the Standards (www.achievethecore.org/progressions), and the expectations of the Standards with respect to conceptual understanding, procedural skill and fluency, and application. Evaluators also should be familiar with the substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-mathematics/) of Focus, Coherence and Rigor that are listed above.

Getting Started

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. It is essential for evaluators to have materials for all grades covered by the program, as some criteria cannot be rated without having access to each grade. In addition, each evaluator should have a reference copy of the Common Core State Standards for Mathematics (CCSSM) and the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents and paging through multiple chapters.

Sections 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Begin with Section 1: Non-Negotiable Alignment Criteria (p. 117)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.
- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metric(s).
- Record and explain the evidence upon which the rating is based.

Continue to Section 2: Alignment Criteria (p. 130)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metric associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.
- Examine the materials in relation to these criteria, assigning each metric a point value. Rate the criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.
- Record and explain the evidence upon which the rating is based.

Complete Section 3: Evaluation Summary (p. 150)

- Compile all of the results from Sections 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

Proceed to Section 4: Indicators of Quality (p. 152)

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of instructional materials. These considerations are not criteria for alignment to the CCSS, but they provide valuable information about additional program characteristics. Evaluators may want to add their own indicators to the examples provided.

Directions for Non-Negotiable 1

Freedom from Obstacles to Focus

Non-Negotiable 1: Materials must reflect the content architecture of the Standards by not assessing the topics named* before the grade level where they first appear in the Standards.

The Standards foster students' progress to algebra by focusing strongly on arithmetic. Consistent with this focus, certain topics from outside of arithmetic appear only in later grades. Thus, to be aligned, materials must reflect the content architecture of the Standards by not assessing the topics named before the grade level where they first appear in the Standards.

Required Materials

- Common Core State Standards for Mathematics (www.corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- From the materials being evaluated: teacher guides and all assessment components

Rating this Criterion

Non-Negotiable 1 is rated as Meets or Does Not Meet.

To rate Non-Negotiable 1, begin by rating Metric 1A. Since Metric 1A is the only metric for Non-Negotiable 1, the rating for Non-Negotiable 1 is the same as the rating for Metric 1A.

If Metric 1A is rated as Does Not Meet, include evidence of when the named topic(s) is/are assessed. If the metric is rated as Meets, list the grade(s) examined in the evaluation.

* In this criterion, "topics named" means the topics that are explicitly named in Metric 1A. No other topics should be added to the list in Metric 1A. [Note that other topics in the standards are addressed in criterion NN2.]

Non-Negotiable 1

Freedom from Obstacles to Focus

Metric

NN Metric 1A:
Materials reflect the basic architecture of the Standards by not assessing the listed topics* before the grade level indicated.

- Probability, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7)
- Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grade 6)
- Similarity, congruence, or geometric transformations. (Introduced in the CCSSM in grade 8)
- Symmetry of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4)

How to Find the Evidence

Evaluate the table of contents, all chapter tests, all unit tests, and other such assessment components (including rubrics).

For context, read Criterion #2 from the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013). NOTE: Grade alignments of other topics are addressed in Non-Negotiable 2, Focus and Coherence.)

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet**

* In this metric, "listed topics" means the topics that are explicitly listed in Metric 1A. No other topics should be added to the list in Metric 1A. [Note that other topics in the standards are addressed in criterion NN2.]

Non-Negotiable 1

Freedom from Obstacles to Focus

Non-Negotiable 1: Materials must reflect the content architecture of the Standards by not assessing the topics named* before the grade level where they first appear in the Standards.

Rating for Non-Negotiable 1

If Metric 1A was rated as Meets, then rate Non-Negotiable 1 as Meets. If Metric 1A was rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

* In this criterion, "topics named" means the topics that are explicitly named in Metric 1A. No other topics should be added to the list in Metric 1A. [Note that other topics in the standards are addressed in criterion NN2.]

Before moving to Non-Negotiable 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 150.

Reviewer Initials: _____ **Title of Program:** _____

Directions for Non-Negotiable 2

Focus and Coherence

Non-Negotiable 2: Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics (CCSSM, p. 3). Focus is necessary in order to fulfill the ambitious promise the states have made to their students by adopting the Standards: greater achievement at the college and career ready level; greater depth of understanding of mathematics; and a rich classroom environment in which reasoning, sense-making, applications, and a range of mathematical practices flourish. In simpler terms, a mile-wide, inch-deep curriculum translates to less time per topic. Less time means less depth and moving on without many students. Thus, materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- Focus by Grade Level for the grade being evaluated (www.achievethecore.org/focus)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Non-Negotiable 2 is rated as Meets or Does Not Meet.

To rate Non-Negotiable 2, first rate metrics 2A–2H. Each of these eight metrics must be rated as Meets in order for Non-Negotiable 2 to be rated as Meets. Rate each metric 2A-2H as Meets or Does Not Meet/Insufficient Evidence. If the evidence examined shows that the Criterion is met, then mark the Criterion Meets. If the evidence examined shows that the Criterion is not met—or if there is insufficient evidence to make a determination—then mark the Criterion as Does Not Meet/Insufficient Evidence. Support all ratings with evidence.

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2A:
In each grade K–8, students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade.

How to Find the Evidence

Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.)

Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.)

Consider time spent on the Major Work of the grade and judge qualitatively whether students and teachers using the materials as designed will devote the large majority of time to the Major Work of the grade.

For context, read Criterion #1 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2B:
Supporting Work, where present, enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.

How to Find the Evidence

Familiarize yourself with the Major Work and Supporting Work of the grade being evaluated (see the Focus by Grade Level documents.)

Evaluate chapters and lessons that focus on Supporting Work. NOTE: Example of evaluating this Criterion might include looking at whether materials for K–5 generally treat data displays as an occasion for solving grade-level word problems using the four operations (e.g., see 3.MD.B.3); or whether materials for grade 7 take advantage of opportunities to use probability to support ratios, proportions, and percentages.

For context, read Criterion #3 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2C:
Materials base content progressions on the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.

How to Find the Evidence

Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons in both student and teacher materials. NOTE: In some cases it may be possible that aligned materials might address some aspects of a topic in a strategic way before or after the grade level in which the topic is central in the Standards' progressions; for example, a curriculum author might purposefully choose to explore adding fractions with unlike denominators in a way appropriate to grade four, recognizing that this work is not really required until the next grade. However, any such purposeful discrepancies in content progressions should enhance the required learning in each grade; not unduly interfere with or displace grade-level content; and be clearly aimed at helping students meet the Standards as written rather than effectively rewriting the progressions in the Standards. And in all cases, note that Non-Negotiable 1 must be met for materials to be aligned.

For context, read Criterion #5a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2D:
Materials give all students extensive work with on-grade-level problems.

How to Find the Evidence

Evaluate both student and teacher materials.

If the materials provide resources for differentiated learning, consider whether lower-performing students have opportunities to engage with grade-level problems. Also consider whether higher-performing students are given opportunities to learn current grade-level content in greater depth.

For context, read Criterion #5b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2E:
Materials relate on-grade-level concepts explicitly to prior knowledge from earlier grades.

How to Find the Evidence

Evaluate both student and teacher materials. NOTE: Examples of evaluating this Criterion might include looking at the way the materials extend basic ideas of place value across the decimal point; or the role that properties of operations play when the materials extend arithmetic beyond whole numbers to fractions, variables, and expressions. More generally, cluster headings in the Standards sometimes signal key moments where reorganizing and extending previous knowledge is important in order to accommodate new knowledge (e.g., see cluster headings that use the phrase "Apply and extend previous understanding").

For context, read Criterion #5c in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2F:
Review of material from previous grades is clearly identified as such to the teacher, and teacher and students can see what their specific responsibility is for the current year.

How to Find the Evidence

Evaluate the table of contents, but do not stop there; also evaluate units, chapters, lessons, homework assignments and assessments. (Evaluate both student and teacher materials.) Identify any content from previous grades and check whether it is identified as such.

For context, read Criterion #5a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2G:
Materials include learning objectives that are visibly shaped by CCSSM cluster headings.

How to Find the Evidence

Select several clusters from the Major Work in the grade being evaluated. Evaluate teacher and student materials in relation to these clusters.

For context, read Criterion #6a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Metric

NN Metric 2H:
Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.

How to Find the Evidence

In the grade being evaluated, choose two or more clusters or two or more domains for which connections are natural and important.

Evaluate the units, chapters, and lessons that deal with the chosen topics, looking for problems and activities that serve to connect the chosen clusters or domains. NOTE: An example of evaluating this Criterion might include looking at whether problems in grade 4 sometimes or often involve students applying their developing computation skills (detailed in domain NBT) in the context of solving word problems (detailed in domain OA).

For context, read Criterion #6b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 2

Focus and Coherence

Non-Negotiable 2: Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

Rating for Non-Negotiable 2

If all Metrics 2A – 2H were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more Metric was rated Does Not Meet/Insufficient Evidence, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 1, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 150.

Now continue by evaluating the Alignment Criterion 1 for Rigor and Balance

Reviewer Initials: _____ **Title of Program:** _____

Directions for Alignment Criterion 1

Rigor and Balance

Alignment Criterion 1: Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

The Standards set expectations for attention to all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. Thus, materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- Focus by Grade Level for the grade being evaluated (achievethecore.org/focus)
- Situation Types for the Operations in Word Problems (achievethecore.org/situation-types)
- From the materials being evaluated: teacher guides, student texts and workbooks
- Choose a cluster/Standard from the Major Work that is aligned to each aspect of rigor and use it to evaluate these metrics. It is most helpful if the same clusters/Standards are chosen for all of the programs being evaluated. (Guidance in choosing clusters/Standards is included in "How to Find the Evidence" below.)

Rating this Criterion

Alignment Criterion 1 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 1, first rate metrics 1A, 1B, and 1C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 1 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as rigor and balance, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1A. On page 132, record evidence for each question and rate Metric 1A.

Metric

AC Metric 1A:
The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically conceptual understanding to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for conceptual understanding include: K.OA.A.1, (1.NBT.B, 1.NBT.C), (2.NBT.A, 2.NBT.B), (3.OA.A.1, 3.OA.A.2), 4.NF.A, (4.NBT.A, 4.NBT.B), 5.NF.B, (5.NBT.A, 5.NBT.B), 6.RP.A, 6.EE.A.3, 7.NS.A, 7.EE.A, 8.EE.B, 8.F.A, 8.G.A

Clusters or Standards grouped by parentheses are closely connected and could be analyzed together.

For context, read Criterion #4a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Questions for Metric

Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting? Evaluate lessons, chapter/unit assessments and homework assignments, paying attention to work aligned to Standards that explicitly call for understanding or interpreting. NOTE: Examples of evaluating this Criterion might include looking at how well the multi-digit addition and subtraction algorithms are developed and explained on the basis of place value and properties of operations; or how well the multi-digit multiplication and division algorithms are developed and explained on the basis of place value and properties of operations; or how well solving equations is presented and explained as a process of reasoning.

Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Example of conceptual problems might include such questions as "Find a number greater than $^1/_5$ and less than $^1/_4$," or "If the divisor does not change and the dividend increases, what happens to the quotient?"

Do the materials feature opportunities to identify correspondences across mathematical representations? Evaluate lessons, chapter/unit assessments and homework assignments. NOTE: Examples of evaluating this Criterion might include looking at whether students are supported in identifying correspondences among: the verbal description of a situation, the diagrams that distill its mathematical features, and the equations that model it; or equivalent forms of numbers (e.g., 3 and $^6/_2$) and the number line; or rational number operations and representations of them via models such as the vector model; or the expression that defines a function and the graph that shows the relationship.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1A:
The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.

Evidence

Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting?

Do the materials feature high-quality conceptual problems and conceptual discussion questions?

Do the materials feature opportunities to identify correspondences across mathematical representations?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1B. On page 134, record evidence for each question and rate Metric 1B.

Metric

AC Metric 1B:
The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically to fluency and procedural skill to use throughout the questions associated with this metric. NOTE: Some examples of Standards that call for procedural skill and fluency include: K.OA.A.5, 1.OA.C.6, 2.OA.B.2, 2.NBT.B.5, 3.OA.C.7, 3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2, and 6.NS.B.3, 6.EE.A, 7.NS.A, 7.EE.A.1,7.EE.B.4a, 8.EE.C.7, 8.EE.C.8b

For context, read Criterion #4b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Questions for Metric

Is progress toward fluency and procedural skill interwoven with students' developing conceptual understanding of the operations in question? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments for evidence that the development of fluency and procedural skill is supported by conceptual understanding.

Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient algorithms present? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments. NOTE: Examples of problems in which opportunistic strategies are valuable might include the sum 698 + 240 or the system $x + y = 1$, $2x + 2y = 3$. Examples of generic cases that require efficient algorithms might include the sum 8767+2286 or the system $6y + x = \frac{3}{4}x + 3$, $-\frac{1}{2}x = 1 + 2y$.

Do the materials in grades K–6 provide repeated practice toward attainment of fluency Standards? Evaluate lessons, daily routines, and homework assignments for evidence of repeated practice toward attainment of the following K–6 Standards that set an explicit expectation of fluent (accurate and reasonably fast) computation: K.OA.A.5, 1.OA.C.6, 2.OA.B.2, 2.NBT.B.5, 3.OA.C.7, 3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2, 6.NS.B.3.

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1B:
The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

Evidence

Is progress toward fluency and procedural skill interwoven with students' developing conceptual understanding of the operations in question?

Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient algorithms present?

Do the materials in grades K–6 provide repeated practice toward attainment of fluency Standards?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1C. On page 136, record evidence for each question and rate Metric 1C.

Metric

AC Metric 1C:
The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Major Work of each grade.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically application to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for application include: K.OA.A.2, 1.OA.A, 2.OA.A, 3.OA.A.3, 3.OA.D.8, 4.OA.A.3, 4.NF.B.3d, 4.NF.B.4c, 5.NF.B.6, 5.NF.B.7c, 6.RP.A.3, 6.NS.A.1, 6.EE.B.7, 6.EE.C.9, 7.RP.A, 7.NS.A.3, 7.EE.B.3, 8.EE.C.8c, 8.F.B

For context, read Criterion #4c in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Questions for Metric

Are there are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit? Evaluate lessons, chapter/unit assessments, and homework assignments.

Do application problems particularly stress applying the Major Work of the grade? Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Examples of evaluating this Criterion might include looking at: how well, by the end of grade 2, students using the materials as designed can represent and solve a full range of one-step addition and subtraction word problems; or how well, by the end of grade 3, students using the materials as designed can represent and solve a full range of one-step multiplication and division word problems; or how well these basic situation types for each operation are carried coherently across the grades, (e.g., with fractions and algebraic expressions); or, in all grades, whether the problems connect concepts, Standards, and domains in ways that are natural and important. For a list of situation types for one-step addition, subtraction, multiplication, and division problems, see Situation Types for the Operations in Word Problems

Does modeling build slowly across K–8, with applications that are relatively simple in earlier grades and when students are encountering new content? In grades 6–8, do the problems begin to provide opportunities for students to make their own assumptions or simplifications in order to model a situation mathematically? Read Standard for Mathematical Practice 4, Model with Mathematics. Evaluate lessons, chapter/unit assessments, and homework assignments.

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1C:
The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Major Work of each grade.

Evidence

Are there are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit?

Do application problems particularly stress applying the Major Work of the grade?

Does modeling build slowly across K–8, with applications that are relatively simple in earlier grades and when students are encountering new content? In grades 6–8, do the problems begin to provide opportunities for students to make their own assumptions or simplifications in order to model a situation mathematically?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 1

Rigor and Balance

Alignment Criterion 1: Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

Points Assigned for Alignment Criterion 1

Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 out of 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 150.

Directions for Alignment Criterion 2

Standards for Mathematical Practice

Alignment Criterion 2: Materials must demonstrate authentic connections between content Standards and practice Standards.

The Standards require that designers of instructional materials connect the mathematical practices to mathematical content in instruction. Thus, materials must demonstrate authentic connections between content Standards and practice Standards.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- Focus by Grade Level for the grade being evaluated (www.achievethecore.org/focus)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Alignment Criterion 2 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 2, first rate metrics 2A, 2B, and 2C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 2 if the materials earn 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as mathematical practices, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2A:
Materials address the practice Standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.

How to Find the Evidence

Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.)

Evaluate teacher and student materials for evidence that the mathematical practices support and connect to the focus of the grade. NOTE: Examples of evaluating this Criterion might include looking at whether, in grades K–5, students using the materials are supported to look for and express regularity in repeated reasoning about the addition table, the multiplication table, the properties of operations, the relationship between addition and subtraction or multiplication and division, and the place value system; or whether, in grades 6–8, students using the materials are supported to look for and express regularity in repeated reasoning about proportional relationships and linear functions.

For context, read Criterion #8 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Standards for Mathematical Practice

Use the questions on this page to evaluate Metric 2B. On page 141, record evidence for each question and rate Metric 2B.

Metric

AC Metric 2B:
Materials attend to the full meaning of each practice Standard.

How to Find the Evidence

For context, read Criterion #7 and Criterion #9 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Questions for Metric

Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard? Evaluate lessons, chapter/unit assessments, and homework assignments for evidence of each mathematical practice being meaningfully present in instruction.

Do the materials treat the practice Standards as developing across grades or grade bands? Are the practice Standards in early grades appropriately simple? Do they display an arc of growing sophistication across the grades? Evaluate lessons, chapter/unit assessments, and homework assignments.

Are there teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development? Are alignments to practice Standards accurate? Evaluate teacher materials, paying attention to explanations of the role of the practice Standards in the classroom and in students' mathematical development. Evaluate documents aligning lessons to practice Standards for accuracy. NOTE: Examples to look for when evaluating this metric might include the following: a highly scaffolded problem should not be aligned to MP.1; or a problem that directs a student to use a calculator should not be aligned to MP.5; or a problem about merely extending a pattern should not be aligned to MP.8.

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2B:
Materials attend to the full meaning of each practice Standard.

Evidence

Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard?

Do the materials treat the practice Standards as developing across grades or grade bands? Are the practice Standards in early grades appropriately simple? Do they display an arc of growing sophistication across the grades?

Are there teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development? Are alignments to practice Standards accurate?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Standards for Mathematical Practice

Use the questions on this page to evaluate Metric 2C. On page 143, record evidence for each question and rate Metric 2C.

Metric

AC Metric 2C:
Materials support the Standards' emphasis on mathematical reasoning.

How to Find the Evidence

For context, read Criterion #10 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Questions for Metric

Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning grade-level mathematics that is detailed in the content Standards? Read Standard for Mathematical Practice 3. Evaluate teacher and student materials to ensure that students are given opportunities to reason with grade-level mathematics.

Do the materials support students in producing not only answers and solutions, but also, in a grade-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Major Work of the grade? Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.) Evaluate teacher and student materials, to understand the types of work students are expected to produce.

Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed? Evaluate teacher and student materials, paying attention to how mathematical language is taught. NOTE: Examples of evaluating this Criterion might include looking at whether students are supported in: basing arguments on definitions; using the method of providing a counterexample; or recognizing that examples alone do not establish a general statement.

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2C:
Materials support the Standards' emphasis on mathematical reasoning.

Evidence

Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning grade-level mathematics that is detailed in the content Standards?

Do the materials support students in producing not only answers and solutions, but also, in a grade-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Major Work of the grade?

Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Standards for Mathematical Practice

Alignment Criterion 2: Materials must demonstrate authentic connections between content Standards and practice Standards.

Points Assigned for Alignment Criterion 2

Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 out of 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criteria 3, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 150.

Directions for Alignment Criterion 3

Access to the Standards for All Students

Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations.

Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Alignment Criterion 3 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 3, first rate metrics 3A, 3B, and 3C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 3 if the materials earn 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as support for special population, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3A:
Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.

How to Find the Evidence

Evaluate teacher and student materials, paying attention to supports offered for special populations.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3B:
Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.

How to Find the Evidence

Evaluate teacher and student materials, paying attention to whether materials provide differentiation that will lead all learners to engage with on-grade-level content.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3C:
Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).

How to Find the Evidence

Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Access to the Standards for All Students

Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations.

Points Assigned for Alignment Criterion 3

Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Program: _____ **Name of Evaluator(s):** _____

Publisher: _____ **Date of Evaluation:** _____

Date of Publication: _____ **Signature of Each Evaluator(s):** _____

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1:
Freedom from Obstacles to Focus

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiable 2:
Focus and Coherence

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:
Rigor and Balance

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Alignment Criterion 2:
Standards for Mathematical Practice

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Alignment Criterion 3:
Access to Standards for All Learners

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiables Overall

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria Overall

☐ **Meets**

☐ **Does Not Meet**

IMET Evaluation Summary 2 of 2

Program: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator (s): _____

Date of Evaluation: _____

Signature of Each Evaluator (s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criterion, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet every Non-Negotiable and Alignment Criterion?

☐ **Yes**

☐ **No**

What are the specific areas of strength and weakness based on this evaluation?
Publishers or others modifying or developing assessments can use this information to make improvements and/or to remedy gaps in the alignment of assessment materials.

Indicators of Quality

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1-3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality are suggested below. States, districts and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts. For background information on some of the Indicators of Quality in this section, refer to pp.18–21 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

Indicators	Evidence	Rating (Y/N)
1. Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		
2. The underlying design of the materials includes both problems and exercises. (In solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.) Each problem or exercise has a purpose. NOTE: This Criterion does not require that the problems and exercises be labeled as such.		
3. Design of assignments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.		

Indicators of Quality

Indicators	Evidence	Rating (Y/N)
4. There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
5. Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods.		
6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.		
7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.		
8. Materials assess student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.		

Indicators of Quality

Indicators	Evidence	Rating (Y/N)
9. Materials are carefully evaluated by qualified individuals, whose names are listed, in an effort to ensure freedom from mathematical errors and grade-level appropriateness.		
10. The visual design supports students in engaging thoughtfully with the subject. Navigation through the text is clear.		
11. The materials engage parents in appropriate ways. For example, homework assignments in elementary grades, consist of routine problems, practice with getting answers, and fluency-building exercises that parents can easily support.		

Reviewer Initials: _____ **Title of Program:** _____

Instructional Materials Evaluation Tool (IMET)

Mathematics, High School

Instructional Materials Evaluation Tool

Mathematics, High School

What Are the Purposes of the IMET?

This Math IMET is designed to help educators determine whether instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-mathematics/) at the heart of the Common Core State Standards are:

- **Focus** strongly where the Standards focus
- **Coherence**: Think across grades and link to major topics within the grade
- **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

The IMET draws directly from the following documents:

- Common Core State Standards for Mathematics (www.corestandards.org/Math)
- Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf)

When to use the IMET

1. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.
2. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the focus, coherence, and rigor of the Standards.
3. Developing programs: Those developing new programs can use this tool as guidance for creating aligned curricula.

Please note this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject-matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/Math) for all grades in which materials are being evaluated. This includes understanding the Widely Applicable Prerequisites (www.achievethecore.org/prerequisites), how the content fits into the progressions in the Standards (www.achievethecore.org/progressions), and the expectations of the Standards with respect to conceptual understanding, procedural skill and fluency, and application. Evaluators also should be familiar with the substantial instructional Shifts (http://www.corestandards.org/other-resources/key-shifts-in-mathematics/) of Focus, Coherence and Rigor that are listed above.

Getting Started

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. It is essential for evaluators to have materials for all grades covered by the program, as some criteria cannot be rated without having access to each grade. In addition, each evaluator should have a reference copy of the Common Core State Standards for Mathematics (CCSSM) and the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents and paging through multiple chapters.

Sections 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Begin with Section 1: Non-Negotiable Alignment Criteria (p. 158)

- The Non-Negotiable Alignment Criterion must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. The Non-Negotiable Alignment Criterion has metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.
- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metric(s).
- Record and explain the evidence upon which the rating is based.

Continue to Section 2: Alignment Criteria (p. 168)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metric associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.
- Examine the materials in relation to these criteria, assigning each metric a point value. Rate the criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.
- Record and explain the evidence upon which the rating is based.

Complete Section 3: Evaluation Summary (p. 188)

- Compile all of the results from Sections 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

Proceed to Section 4: Indicators of Quality (p. 190)

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of instructional materials. These considerations are not criteria for alignment to the CCSS, but they provide valuable information about additional program characteristics. Evaluators may want to add their own indicators to the examples provided.

Directions for Non-Negotiable 1

Focus and Coherence

Non-Negotiable 1: Materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.

Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics (CCSSM, p. 3). Focus is necessary in order to fulfill the ambitious promise the states have made to their students by adopting the Standards: greater achievement at the college and career-ready level; greater depth of understanding of mathematics; and a rich classroom environment in which reasoning, sense-making, applications, and a range of mathematical practices flourish. In high school courses, narrowing and deepening the curriculum creates a structure that ties topics together. Thus, materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.

Required Materials

- Common Core State Standards for Mathematics (www.corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf)
- Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Non-Negotiable 1 is rated as Meets or Does Not Meet.

To rate Non-Negotiable 1, first rate Metrics 1A–1H. Each of these eight metrics must be rated as Meets in order for Non-Negotiable 1 to be rated as Meets. Rate each metric 1A–1H as Meets or Does Not Meet/Insufficient Evidence. If the evidence examined shows that the Criterion is met, then mark the Criterion as Meets. If the evidence examined shows that the Criterion is not met—or if there is insufficient evidence to make a determination—then mark the Criterion as Does Not Meet/Insufficient Evidence. Support all ratings with evidence.

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1A:
In any single course, students spend at least 50% of their time on Widely Applicable Prerequisites.

How to Find the Evidence

Familiarize yourself with the Widely Applicable Prerequisites.

Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.)

Consider time spent on the Widely Applicable Prerequisites and judge qualitatively whether students and teachers using the materials as designed will devote the majority of time to the Widely Applicable Prerequisites

For context, read Criterion #1 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1B:
Student work in Geometry involves significant work with applications/modeling and problems that use algebra skills.

How to Find the Evidence

Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.
NOTE: Since Geometry contains relatively fewer Widely Applicable Prerequisites, this Criterion is important to help foster students' college and career readiness. Problems that use algebra skills might include, for example, algebraic geometry problems in a coordinate setting, or problems of measurement involving unknown quantities.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1C:
There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8.

How to Find the Evidence

Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Problems should include application of the following topics from grades 6-8:

- Ratios and proportional relationships.
- Percentage and unit conversions, e.g., in the context of complex measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.).
- Basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem.
- Concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic.
- Concepts and skills of basic statistics and probability (see grades 6–8.SP)
- Performing rational number arithmetic fluently.

For context, read Table 1 on Page 8 of the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____ **Title of Program:** _____

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1D:
Materials base courses on the content specified in the Standards.

How to Find the Evidence

Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons in both student and teacher materials.

For context, read Criterion #3a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1E:
Materials give all students extensive work with course-level problems.

How to Find the Evidence

Evaluate both student and teacher materials.

If the materials provide resources for differentiated learning, consider whether lower-performing students have opportunities to engage with course-level problems. Also consider whether higher-performing students are given opportunities to learn current course-level content in greater depth.

For context, read Criterion #3b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1F:
Materials relate course-level concepts explicitly to prior knowledge from earlier grades or courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.

How to Find the Evidence

Evaluate student and teacher materials, looking for problems that involve extending the knowledge learned in earlier grades and courses. NOTE: An example of evaluating this Criterion might be to look at whether materials connect the equation of a circle with the distance formula and the Pythagorean theorem.

For context, read Criterion #3c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1G:
Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.

How to Find the Evidence

Select several clusters from the course being evaluated. Evaluate teacher and student materials in relation to these clusters.

For context, read Criterion #4a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Metric

NN Metric 1H:
Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important.

How to Find the Evidence

In the course being evaluated, choose two or more clusters, two or more domains, or two or more categories for which connections are natural and important.

Evaluate the units, chapters, and lessons that deal with the chosen topics, looking for problems and activities that serve to connect the chosen clusters or domains. NOTE: An example of evaluating this Criterion might be to look at whether materials include problems in which students analyze a situation by building a function, graphing it, and using it to create and solve an equation.

For context, read Criterion #4b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Focus and Coherence

Non-Negotiable 1: Materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.

Rating for Non-Negotiable 1

If all metrics 1A–1H were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet/Insufficient Evidence, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 1, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 188.

Now continue by evaluating Alignment Criterion 1 for Rigor and Balance.

Reviewer Initials: _____ **Title of Program:** _____

Directions for Alignment Criterion 1

Rigor and Balance

Alignment Criterion 1: Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

The Standards set expectations for attention to all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. Thus, materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf)
- Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites)
- From the materials being evaluated: teacher guides, student texts and workbooks
- Choose a cluster/Standard from the Widely Applicable Prerequisites that is aligned to each aspect of rigor and use it to evaluate these metrics. It is most helpful if the same clusters and Standards are chosen for all of the programs being evaluated. (Guidance in choosing clusters/Standards is included in "How to Find the Evidence" below.)

Rating this Criterion

Alignment Criterion 1 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 1, first rate metrics 1A, 1B, and 1C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 1 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as rigor and balance, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1A. On page 170, record evidence for each question and rate Metric 1A.

Metric

AC Metric 1A:
The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to conceptual understanding to use throughout the questions associated with this metric.
NOTE: Some examples of clusters or Standards that call for conceptual understanding include: N-RN.A.1, A-APR.B, A-REI.A.1, A-REI.D.10, A.REI.D.11, F.IF.A.1, F-LE.A.1, G.SRT.A.2, G-SRT.C.6, S-ID.C.7

For context, read Criterion #2a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Questions for Metric

Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting? Evaluate lessons, chapter/unit assessments and homework assignments, paying attention to work aligned to Standards that explicitly call for understanding or interpreting.

Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments.
NOTE: Examples of conceptual problems might include such questions as "What is the maximum value of the function $f(t) = 5 - t^2$?" or "Is $\sqrt{2}$ a polynomial?
How about $\frac{1}{2}(x + \sqrt{2}) + \frac{1}{2}(-x + \sqrt{2})$?"

Do the materials feature opportunities to identify correspondences across mathematical representations? Evaluate lessons, chapter/unit assessments and homework assignments.
NOTE: An example of evaluating this metric might include looking at whether materials support students in identifying correspondences among the expression that defines a function, the graph that shows the relationship, and the behavior of the phenomenon being modeled (if any).

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1A:
The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.

Evidence

Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting?

Do the materials feature high-quality conceptual problems and conceptual discussion questions?

Do the materials feature opportunities to identify correspondences across mathematical representations?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1B. On page 172, record evidence for each question and rate Metric 1B.

Metric

AC Metric 1B:
The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to fluency and procedural skill to use throughout the questions associated with this metric. NOTE: Some examples of Standards that call for procedural skill and fluency include: A-SSE.A.1b, A-SSE.2, A-APR.A.1, A-APR.C.6, F-BF.B.3, G-GPE.B.4, G-GPE.B.5, G-GPE.B.7, G-CO.A.1, G-SRT.B.5

For context, read Criterion #2b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Questions for Metric

Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments for evidence that the development of fluency and procedural skill is supported by conceptual understanding.

Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments. NOTE: Problems in which opportunistic strategies are valuable might include such examples as solving $x^2 + 5 = 49 + 5$ or $(3x - 2)^2 = 6x - 4$. Generic cases that require efficient and general procedures might include such problems as solving $c + 8 - c^2 = 3(c - 1)^2 - 5$).

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1B:
The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

Evidence

Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question?

Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Use the questions on this page to evaluate Metric 1C. On page 174, record evidence for each question and rate Metric 1C.

Metric

AC Metric 1C:
The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Widely Applicable Prerequisites.

How to Find the Evidence

Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to application to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for application include: N-Q.A, A-SSE.B.3, A-REI.D.11, F-IF.B, F-IF.C.7, F-BF.A.1, G-SRT.C.8, S-ID.A.2, S-IC.A.1

For context, read Criterion #2c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Questions for Metric

Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit? Evaluate lessons, chapter/unit assessments, and homework assignments.

Do application problems particularly stress applying the Widely Applicable Prerequisites? Evaluate lessons, chapter/unit assessments, and homework assignments.

Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle? Read the pages on High School—Modeling in the Standards for Mathematics (pp. 72 and 73). Evaluate lessons, chapter/unit assessments, and homework assignments.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Metric

AC Metric 1C:
The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Widely Applicable Prerequisites.

Evidence

Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit?

Do application problems particularly stress applying the Widely Applicable Prerequisites?

Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 1

Rigor and Balance

Alignment Criterion 1: Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

Points Assigned for Alignment Criterion 1

Materials must earn at least 5 of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 188.

Directions for Alignment Criterion 2

Standards for Mathematical Practice

Alignment Criterion 2L: Materials must demonstrate authentic connections between content Standards and practice Standards.

The Standards require that designers of instructional materials connect the mathematical practices to mathematical content in instruction. Thus, materials must demonstrate authentic connections between content Standards and practice Standards.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf)
- Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Alignment Criterion 2 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 2, first rate metrics 2A, 2B, and 2C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 2 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as mathematical practices, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2A:
Materials address the practice Standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.

How to Find the Evidence

Familiarize yourself with the Widely Applicable Prerequisites.

Evaluate teacher and student materials for evidence that the mathematical practices support and connect to the focus of the course. NOTE: An example of evaluating this Criterion might include looking at whether materials use regularity in repeated reasoning to illuminate formal algebra as well as functions, particularly recursive definitions of functions.

For context, read Criterion #6 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Standards for Mathematical Practice

Use the questions on this page to evaluate Metric 2B. On page 179, record evidence for each question and rate Metric 2B.

Metric

AC Metric 2B:
Materials attend to the full meaning of each practice Standard.

How to Find the Evidence

For context, read Criterion #7 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Questions for Metric

Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard? Evaluate lessons, chapter/unit assessments, and homework assignments for evidence of each mathematical practice being meaningfully present in instruction.

Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate? Evaluate teacher materials, paying attention to explanations of the role of the practice Standards in the classroom and in students' mathematical development. Evaluate documents aligning lessons to practice Standards for accuracy. NOTE: Examples to look for when evaluating this metric might include the following: a highly scaffolded problem should not be aligned to MP.1; or a problem that directs a student to use a calculator should not be aligned to MP.5; or a problem about merely extending a pattern should not be aligned to MP.8.

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2B:
Materials attend to the full meaning of each practice Standard.

Evidence

Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard?

Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 2

Standards for Mathematical Practice

Use the questions on this page to evaluate Metric 2C. On page 181, record evidence for each question and rate Metric 2C.

Metric

AC Metric 2C:
Materials support the Standards' emphasis on mathematical reasoning.

How to Find the Evidence

For context, read Criterion #8 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Questions for Metric

Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards? Read Standard for Mathematical Practice 3. Evaluate teacher and student materials to ensure that students are given opportunities to reason with grade-level mathematics.

Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites? Familiarize yourself with the Widely Applicable Prerequisites. Evaluate teacher and student materials to understand the types of work students are expected to produce.

Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed? Evaluate teacher and student materials, paying attention to how mathematical language is taught. NOTE: An example of evaluating this Criterion might include looking at whether students are supported in: basing arguments on definitions; using the method of providing a counterexample; or recognizing that examples alone do not establish a general statement.

Alignment Criterion 2

Standards for Mathematical Practice

Metric

AC Metric 2C:
Materials support the Standards' emphasis on mathematical reasoning.

Evidence

Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards?

Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites?

Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed?

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Standards for Mathematical Practice

Alignment Criterion 2: Materials must demonstrate authentic connections between content Standards and practice Standards.

Points Assigned for Alignment Criterion 2

Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 188.

Directions for Alignment Criterion 3

Access to the Standards for All Students

Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations.

Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math Publishers_Criteria_HS_Spring_2013_FINAL1.pdf)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion

Alignment Criterion 3 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 3, first rate metrics 3A, 3B, and 3C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 3 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as support for special population, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3A:
Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.

How to Find the Evidence

Evaluate teacher and student materials, paying attention to supports offered for special populations.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3B:
Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.

How to Find the Evidence

Evaluate teacher and student materials, paying attention to whether materials provide differentiation that will lead all learners to engage with on-grade-level content.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Reviewer Initials: _____ **Title of Program:** _____

Alignment Criterion 3

Access to the Standards for All Students

Metric

AC Metric 3C:
Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).

How to Find the Evidence

Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- **Does Not Meet (0)**

Alignment Criterion 3

Access to the Standards for All Students

Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations.

Points Assigned for Alignment Criterion 3

Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Program: _____ **Name of Evaluator(s):** _____

Publisher: _____ **Date of Evaluation:** _____

Date of Publication: _____ **Signature of Each Evaluator(s):** _____

Non-Negotiable Criteria

The Non-Negotiable Criterion must be Met.

Non-Negotiable 1:
Focus and Coherence

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria

Each Alignment must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:
Rigor and Balance

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Alignment Criterion 2:
Standards for Mathematical Practice

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Alignment Criterion 3:
Access to Standards for All Learners

Points: ____ of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria Overall

☐ **Meets**

☐ **Does Not Meet**

IMET Evaluation Summary 2 of 2

Program: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator (s): _____

Date of Evaluation: _____

Signature of Each Evaluator (s): _____

Summary

If the materials meet the Non-Negotiable Criterion and each Alignment Criterion, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet every Non-Negotiable and Alignment Criteria?

☐ **Yes**

☐ **No**

What are the specific areas of strength and weakness based on this evaluation?
Publishers or others modifying or developing assessments can use this information to make improvements and/or to remedy gaps in the alignment of assessment materials.

Indicators of Quality

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1-3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality are suggested below. States, districts and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts. For background information on some of the Indicators of Quality in this section, refer to pp.16–18 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).

Indicators	Evidence	Rating (Y/N)
1. Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		
2. The underlying design of the materials includes both problems and exercises. (In solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.) Each problem or exercise has a purpose. NOTE: This Criterion does not require that the problems and exercises be labeled as such.		
3. Design of assignments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.		

Indicators of Quality

Indicators	Evidence	Rating (Y/N)
4. There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
5. Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods.		
6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.		
7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.		
8. Materials assess student proficiency using methods that are accessible and unbiased, including the use of course-level language in student prompts.		

Indicators of Quality

Indicators	Evidence	Rating (Y/N)
9. Materials are carefully evaluated by qualified individuals, whose names are listed, in an effort to ensure freedom from mathematical errors and course-level appropriateness.		
10. The visual design supports students in engaging thoughtfully with the subject. Navigation through the text is clear.		